

**U.S. Department of Education - EDCAPS
G5-Technical Review Form (New)**

Status: Submitted

Last Updated: 08/30/2019 10:25 AM

Technical Review Coversheet

Applicant: Middlesex County STEM Charter School (S282B190009)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Assisting Educationally Disadvantage Students		
1. Significance	15	13
Quality of Project Design		
1. Project Design	30	24
Quality of Project Personnel		
1. Project Personnel	20	12
Quality of the Management Plan		
1. Management Plan	20	15
Quality of the Continuation Plan		
1. Continuation Plan	15	13
Sub Total	100	77
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 2		
1. CPP2	10	0
Sub Total	10	0
Total	110	77

Technical Review Form

Panel #2 - FY19 New Developers 84.282b - 2: 84.282B

Reader #1: *****

Applicant: Middlesex County STEM Charter School (S282B190009)

Questions

Selection Criteria - Assisting Educationally Disadvantage Students

1. The Secretary considers the significance of contribution in assisting educationally disadvantaged students for the proposed project. In determining the significance of the contribution the proposed project will make in expanding educational opportunity for educationally disadvantaged students and enabling those students to meet challenging State academic standards, the Secretary considers the quality of the plan to ensure that the charter school the applicant proposes to open, replicate, or expand will recruit, enroll, and effectively serve educationally disadvantaged students, which include children with disabilities and English learners.

Strengths:

The applicant described the targeted population in depth (p. 3 - 6) with the emphasis on the low income and minority students that normally have the lowest achievement scores. Over 87% of the students are free and reduced and 92% of the students are Hispanic. The applicant stated that this charter school opened in 2018 and data for the 94 students that were served was not available; however, the applicant provided Perth Amboy Public School students (p. 5) that indicated below basic proficiency in reading and math scores.

Weaknesses:

A breakdown of the 94 students that were served in the first year of operation needs to be provided. Demographics provided were generic to the district rather than the targeted population.

Reader's Score: 13

Selection Criteria - Quality of Project Design

1. The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:

The extent to which --

Reader's Score: 24

Sub

1. i. The goals, objectives, and outcomes to be achieved by the proposed project are clearly specific and measurable; and

Strengths:

The logic model for the implementation of the proposed project provided objectives and activities for five goals (p. 41-45). Each goal has objectives which had several activities and a completion date for each activity. Activities were related to the purchase of materials, setting up the lottery process, and increasing the enrollment for the

Sub

program.

Weaknesses:

Some objectives need to be rewritten to be Specific Measurable Attainable Realistic Timely objectives (measurable and realistic), such as Outcome 2.1 - The school will meet its enrollment projections is not measurable and Outcome 5.1 had several 100% measures which is unrealistic.

Reader's Score: 12

- 2. ii. The design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.**

Strengths:

An extensive list of the activities and programs that the applicant proposed to implement in the project was provide (p. 6-8) with a strong emphasis on patterning the project after the successful Central Jersey College Prep Charter School. The applicant stated that the program would implement the activities from the Central Jersey College Prep Charter School which includes Everyday Mathematics for grades K-6, literacy curriculum in grades K-3, Project M in grades 3-6, supplemental electronic resources to aid in academic enrichment, and science-based curriculum from the Smithsonian.

This application was thoroughly discussed with respect to each selection criterion. My scores reflect my professional assessment of the application with respect to those criteria.

Weaknesses:

Activities need to be described to ensure they are align with the goals and objectives for the program. It was unclear how the chrome books would be utilized with the activities.

Reader's Score: 12

Selection Criteria - Quality of Project Personnel

- 1. The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers:**

The extent to which --

Reader's Score: 12

Sub

- 1. i. The applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability; and**

Strengths:

No Strengths noted.

Sub

Weaknesses:

There was no indication of the employment procedures for the proposed project.

Reader's Score: 0

2. ii. The qualifications, including relevant training and experience, of key project personnel

Strengths:

The key project personnel for the proposed project was thoroughly described with experience, education, and responsibilities documented (p. 8-10). Resumes were included in the appendix for the leadership team. Positions of leadership included Chief Education Office, Chief Academic Officer, Chief Operations Officer, School Operations Manager, and School Business Administrator. These positions had personnel named in them and the applicant described their past experience and current involvement in the program.

Weaknesses:

There was no indication of the experience or responsibilities for the teachers or other personnel for the project. All the personnel were staff members of Central Jersey College Prep Charter School (p.8-10). It was unclear how they would divide their time between the sites.

Reader's Score: 12

Selection Criteria - Quality of the Management Plan

1. The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the applicant's management plan, the Secretary considers the following factors:

Reader's Score: 15

Sub

1. i. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks;

Strengths:

The applicant provided a timeline for the first year (p. 13) which included the activities from the logic model for the implementation of the proposed project. The activities included the purchase of equipment, supplies, and materials, finalizing student enrollment, hiring of all staff, and completion of reports. The applicant provided the name of the responsible person for each activity with a completion date provided.

This application was thoroughly discussed with respect to each selection criterion. My scores reflect my professional assessment of the application with respect to those criteria.

Weaknesses:

The actual implementation of the activities and programs for the students was not evident in the timeline. A lack of a timeline for the STEM activities and daily programs made it difficult to assess the students' success.

Sub

Reader's Score: 12

2. ii. **The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project; and**

Strengths:

The applicant stated that in 2019-2020 there would be an enrollment of 198 students in Grades K-3 with an average of 20 students per classroom that would provide a strong foundation for the learning process (p. 34). In addition, the kindergarten classrooms would have an in-class support teacher to assist with activities. Each year another grade would be added to the school population. The management team's responsibilities were described (p. 11-13) for the overall management of the project.

Weaknesses:

The management team's responsibilities in the daily operation of the charter school was not provided. It was unclear if the key personnel would be onsite and active with the students. There was no indication of how the shared staff members would divide their time among their current school and the proposed project.

Reader's Score: 2

3. iii. **How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate.**

Strengths:

The applicant described (p. 23) how the leadership team meets regularly with community leaders and business leaders to provide input for the proposed project. The input of parents, school leaders, and students is encouraged through the Parent-Teacher-Student Organization that meets regularly.

Weaknesses:

There was no indication of the services that the parents would provide to the project.

Reader's Score: 1

Selection Criteria - Quality of the Continuation Plan

1. **The Secretary considers the quality of the continuation plan for the proposed project. In determining the quality of the continuation plan, the Secretary considers the extent to which the eligible applicant is prepared to continue to operate the charter school that would receive grant funds in a manner consistent with the eligible applicant's application once the grant funds under this program are no longer available.**

Strengths:

The applicant described how the management team had operated the first year without incurring any debt and that the organization was already building capacity to be self sustaining by utilizing the experience and knowledge of their peer - the Central Jersey College Prep Charter School, replicating their current operations of this school.

Weaknesses:

The applicant provided no evidence of how the project would be funded with the organization's current programs. There was no economy of scale for the program.

Reader's Score: 13

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 2

1. Competitive Preference Priority 2: Opening a New Charter School or Replicating or Expanding a High-quality Charter School to Serve Native American Students

To receive points under this priority, an applicant must --

a. Propose to open a new charter school, or replicate or expand a high-quality charter school, that—

- 1.Utilizes targeted outreach and recruitment in order to serve a high proportion of Native American students, consistent with nondiscrimination requirements contained in the U.S. Constitution and Federal civil rights laws;
2. Has a mission and focus that will address the unique educational needs of Native American students, such as through the use of instructional programs and teaching methods that reflect and preserve Native American language, culture, and history; and
3. Has or will have a governing board with a substantial percentage of members who are members of Indian Tribes or Native American organizations located within the area to be served by the new, replicated, or expanded charter school;

b.Submit a letter of support from at least one Indian Tribe or Native American organization located within the area to be served by the new, replicated, or expanded charter school; and

c. Meaningfully collaborate with the Indian Tribe(s) or Native American organization(s) from which the applicant has received a letter of support in a timely, active, and ongoing manner with respect to the development and implementation of the educational program at the charter school.

Strengths:

No Evidence Provided

Weaknesses:

No Evidence Provided

Reader's Score: 0

Status: Submitted
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Status: Submitted

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Technical Review Coversheet

Applicant: Middlesex County STEM Charter School (S282B190009)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Assisting Educationally Disadvantage Students		
1. Significance	15	14
Quality of Project Design		
1. Project Design	30	23
Quality of Project Personnel		
1. Project Personnel	20	11
Quality of the Management Plan		
1. Management Plan	20	10
Quality of the Continuation Plan		
1. Continuation Plan	15	13
Sub Total	100	71
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 2		
1. CPP2	10	0
Sub Total	10	0
Total	110	71

Technical Review Form

Panel #2 - FY19 New Developers 84.282b - 2: 84.282B

Reader #2: *****

Applicant: Middlesex County STEM Charter School (S282B190009)

Questions

Selection Criteria - Assisting Educationally Disadvantaged Students

1. The Secretary considers the significance of contribution in assisting educationally disadvantaged students for the proposed project. In determining the significance of the contribution the proposed project will make in expanding educational opportunity for educationally disadvantaged students and enabling those students to meet challenging State academic standards, the Secretary considers the quality of the plan to ensure that the charter school the applicant proposes to open, replicate, or expand will recruit, enroll, and effectively serve educationally disadvantaged students, which include children with disabilities and English learners.

Strengths:

The applicant demonstrates that they currently serve a population of students who are economically disadvantaged and students of color reflecting the demographics of the community.

In the GEPA statement, the applicant provides a comprehensive plan to recruit and retain Hispanic students in the Perth Amboy community. The school application is available in a variety of ways in both English and Spanish. Additional assistance is also offered on request from bilingual staff for enrollment. To ensure parents are informed of the opportunity, the applicant has developed relationships with a wide range of community organizations and mailed applications and school information to every household in the city with an elementary age child. This comprehensive plan was further addressed on pg 11 of the grant under the recruitment duties of CEO, Dr. Sercan and COO, Mr. Cekic.

Also in the GEPA statement, the applicant documents evidence of compliance with the New Jersey requirements to enroll and retain a diverse student body including special needs students and English Language Learners.

MCSCS provides a curriculum focus not available in the community and provides data indicating achievement gaps between local Perth Amboy Public Schools and NJ State in English/Language Arts and Math as evidence of significant need for additional high-quality educational options.

The applicant will replicate the practices of Central Jersey College Prep and provides evidence that Hispanic students attending this existing charter school are exceeding state level performance in English/Language Arts and Math.

A strong academic plan that details individual data driven instruction is provided in the Educational Objectives starting on page 16. This plan presents thorough evidence that the educational program was developed to assist students in exceeding challenging state academic standards with supports in place for diverse learning styles, special needs children, and ELL/LEP students.

Weaknesses:

The breakdown of grade levels for the 94 students attending was unclear to determine classroom level demographics.

Reader's Score: 14

Selection Criteria - Quality of Project Design

1. The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:

The extent to which --

Reader's Score: 23

Sub

1. i. The goals, objectives, and outcomes to be achieved by the proposed project are clearly specific and measurable; and

Strengths:

Beginning on page 41, in the Logic Model, the applicant details goals, objectives and outcomes for both logistical arrangements to expand the school and academic expectations that are specific and measurable.

On page 44, the applicant specifies measurable academic outcomes (5.1) that address state assessments and expected growth over time. Comprehensive measurable STEM outcomes are also detailed that address both in-school, on-line, and extracurricular programs.

Weaknesses:

On page 44, the applicant details the outcomes for mission specific goals including academic outcomes with few details. These outcomes do not include all grade levels for each year of the grant. The applicant does not address growth over time and lacks sufficient detail on the expectations for closing subgroup gaps.

On page 34, the applicant indicates the school opened in 2018-2019 with K-2 and will add a grade level each year; however, the outcomes on page 44 do not specifically address K-2 academic performance expectations. It is unclear what the expectations are for K-2, how they will be measured, and if the population enrolled in the school for the first year of operation demonstrated the potential to exceed Perth Amby public school students by 10% in state assessments and grade levels (outcome 5.1).

Reader's Score: 13

2. ii. The design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.

Strengths:

The applicant presents a plan to replicate the academic program of a successful charter school with additional STEM based curriculum to address achievement gaps and opportunities for students to develop critical thinking skills. This STEM based model is not available in the community and is aligned with industry needs. This early exposure for the target population will better prepare them for secondary opportunities (page 7).

This application was thoroughly discussed with respect to each selection criterion. My scores reflect my professional assessment of the application with respect to those criteria

Sub

Weaknesses:

The application could have been strengthened by demonstrating a stronger connection to the curricular resources and design elements provided on pages 6-8 and the Logic Model.

The applicant did not address how all of these resources and design elements reflected the needs of the target population at Middlesex County STEM Charter School. For example, many of the text books will be provided on-line and students will receive tablets or Chomebooks. It is unclear if all students will have connectivity outside of school time given the areas economic conditions.

Reader's Score: 10

Selection Criteria - Quality of Project Personnel

1. The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers:

The extent to which --

Reader's Score: 11

Sub

1. i. The applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability; and

Strengths:

No strengths noted

Weaknesses:

The applicant did not provide a plan to encourage applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, as or disability.

Reader's Score: 0

2. ii. The qualifications, including relevant training and experience, of key project personnel

Strengths:

The applicant provided descriptions of staff highly qualified in administration, leadership, charter school development, grant management, and business practices. These staff members have successfully managed the operations and academic program at the partner school and have appropriate leadership backgrounds base on the descriptions beginning on page 8.

The staff described have worked together at an existing successful charter school and have comprehensive experience in starting new charter school programs.

Sub

Weaknesses:

All key project personnel, except one staff member, who will start work in 2019-2020 are shared by Central Jersey College Prep Charter School. The degree to which they will work at Middlesex County STEM Charter School is unclear. For example, Dr. Sercan is currently responsible for 130 staff members and Ms. Dincer is charged with supervising 50 elementary teachers (pg 12). Other than information on how this shared arrangement would reduce costs, the applicant did not provide assurance that the shared staff would be sufficient.

It is unclear who currently serves as the school principal of Middlesex or if a qualified school leader is on site full time. The only staff member detailed who is not shared, will serve as the Operations Manager. The timeline for staffing a school principal and the qualifications of that staff person is unclear. It is unclear if the Operations Manager will serve in that role.

No evidence of staff qualified to provide STEM instructional leadership was documented and no plan to hire staff qualified in STEM based instruction was provided.

Given the level of technology based instructional practices, not enough information was provided to ensure that staff will have adequate background and experience to implement the STEM based instructional program. On page 31, the professional development plan does not address STEM or technology related preparation for teachers.

Reader's Score: 11

Selection Criteria - Quality of the Management Plan

1. The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the applicant's management plan, the Secretary considers the following factors:

Reader's Score: 10

Sub

1. i. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks;

Strengths:

The applicant detailed the responsibilities of key staff members and provided a chart on page 13 that defined activities and responsibilities with completion dates for the first year of the grant cycle.

Starting on page 41, the applicant provides management goals, activities and outcomes with specific deadlines and mission specific academic goals for students demonstrating a sound plan to accomplish project tasks in year one of the grant.

This application was thoroughly discussed with respect to each selection criterion. My scores reflect my professional assessment of the application with respect to those criteria

Weaknesses:

The applicant provided insufficient evidence of a management plan that addresses accomplishing the project within budget. The cost sharing partnership agreement in the appendix is up for annual review (section 4, Terms, Renegotiation, Termination and page 21); however, with the level of shared staff, it is unclear if the school can be

Sub

managed within budget without the shared staffing.

Sufficient timelines beyond the first year of the grant were not provided offering an unclear vision of how responsibilities will change as the school grows and timelines for when non-shared leadership staff will be required.

Reader's Score: 8

- 2. ii. The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project; and**

Strengths:

The applicant provides a plan to grow teaching staff in alignment with student enrollment to maintain class size limitations, address student needs, and the need for professionally prepared educators on page 11. This plan is sufficient to maintain class sizes based on projected student growth under the supervision of Dr. Sercan and Ms. Dincer, who are experienced in this area of responsibility.

Weaknesses:

With the number of shared staff members, it is unclear if the time commitment of key staff is sufficient. A cost sharing agreement (Attachment 2) is provided in the appendix; however, it does not delineate time commitments of staff members to give confidence that the time-shared staff members provided will be appropriate or adequate.

A staffing plan independent of the Cost Sharing plan, specifically for this new charter school, is not provided to determine staffing levels of leadership and key personnel.

Reader's Score: 1

- 3. iii. How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate.**

Strengths:

On pages 23 and 24, the applicant provides details on how community input and feedback is solicited with examples including community leadership, out of school programs, city personnel and local business organizations demonstrating a thorough effort to obtain diverse perspective.

A validated New Jersey Department of Education climate survey is conducted annually to collect feedback from students, parents, and school staff. This data allows school administrators to develop school improvement efforts to increase the quality of services and address services based on needs (page 24).

Weaknesses:

The management plan provided in section four starting on page 10 did not sufficiently address how diverse perspectives would be used as part of the operation of the charter school. The responsibilities of key leadership were listed as facility, management, student recruitment, staffing, logistical considerations, and leadership development in paragraph one of selection criteria four. How feedback will be used to provide diverse perspective was not specifically perspectives addressed.

Sub

It is unclear what the role of the Middlesex County STEM Charter School Board of Trustees will have in the management or operation of the charter school. This board is not referenced in the management plan. On page 20, the applicant states that the charter will be independent with a board of community members, college professors, and parents.

Reader's Score: 1

Selection Criteria - Quality of the Continuation Plan

1. The Secretary considers the quality of the continuation plan for the proposed project. In determining the quality of the continuation plan, the Secretary considers the extent to which the eligible applicant is prepared to continue to operate the charter school that would receive grant funds in a manner consistent with the eligible applicant's application once the grant funds under this program are no longer available.

Strengths:

Middlesex County STEM Charter School opened without the support of federal funding through a close partnership with Central Jersey College Prep Charter School and has the benefit of shared staff and staff trained in the partner school. By the 5th year of funding, the Charter plans to achieve full enrollment and a solvent budget replicating the path of the partner school toward continuation and a sustainable charter school program (pg. 15).

Weaknesses:

If the partnership agreement is not renewed, it is unclear if the new charter school programs will be sustainable independently.

Reader's Score: 13

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 2

1. Competitive Preference Priority 2: Opening a New Charter School or Replicating or Expanding a High-quality Charter School to Serve Native American Students

To receive points under this priority, an applicant must --

a. Propose to open a new charter school, or replicate or expand a high-quality charter school, that—

1. Utilizes targeted outreach and recruitment in order to serve a high proportion of Native American students, consistent with nondiscrimination requirements contained in the U.S. Constitution and Federal civil rights laws;
2. Has a mission and focus that will address the unique educational needs of Native American students, such as through the use of instructional programs and teaching methods that reflect and preserve Native American language, culture, and history; and
3. Has or will have a governing board with a substantial percentage of members who are members of Indian Tribes or Native American organizations located within the area to be served by the new, replicated, or expanded charter school;

b. Submit a letter of support from at least one Indian Tribe or Native American organization located within the area to be served by the new, replicated, or expanded charter school; and

c. Meaningfully collaborate with the Indian Tribe(s) or Native American organization(s) from which the applicant has received a letter of support in a timely, active, and ongoing manner with respect to the development and implementation of the educational program at the charter school.

Strengths:

No strengths noted

Weaknesses:

The applicant did not address this priority.

Reader's Score: 0

Status: Submitted
Last Updated: 08/30/2019 10:47 AM

Status: Submitted

Last Updated: 09/10/2019 03:12 PM

Technical Review Coversheet

Applicant: Middlesex County STEM Charter School (S282B190009)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Assisting Educationally Disadvantage Students		
1. Significance	15	13
Quality of Project Design		
1. Project Design	30	27
Quality of Project Personnel		
1. Project Personnel	20	13
Quality of the Management Plan		
1. Management Plan	20	15
Quality of the Continuation Plan		
1. Continuation Plan	15	12
Sub Total	100	80
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 2		
1. CPP2	10	0
Sub Total	10	0
Total	110	80

Technical Review Form

Panel #2 - FY19 New Developers 84.282b - 2: 84.282B

Reader #3: *****

Applicant: Middlesex County STEM Charter School (S282B190009)

Questions

Selection Criteria - Assisting Educationally Disadvantage Students

1. The Secretary considers the significance of contribution in assisting educationally disadvantaged students for the proposed project. In determining the significance of the contribution the proposed project will make in expanding educational opportunity for educationally disadvantaged students and enabling those students to meet challenging State academic standards, the Secretary considers the quality of the plan to ensure that the charter school the applicant proposes to open, replicate, or expand will recruit, enroll, and effectively serve educationally disadvantaged students, which include children with disabilities and English learners.

Strengths:

Applicant is serving disadvantaged underserved communities. Offering STEM curriculum that is not offered in traditional schools in Perth Amboy area. E20

Applicant will serve in a highly Hispanic community. Data shows throughout the US this community has the lowest scores in math, science achievement tests, and technology and engineering literacy. E23

Weaknesses:

Applicant is missing a demographic breakdown of students to be served.

Reader's Score: 13

Selection Criteria - Quality of Project Design

1. The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:

The extent to which --

Reader's Score: 27

Sub

1. i. The goals, objectives, and outcomes to be achieved by the proposed project are clearly specific and measurable; and

Sub

Strengths:

Applicant will offer a gifted and talented program for student excelling. E38

Applicant will share school administrators and host joint personal development sessions as a method to manage cost, stay aligned and share best practices. (Middlesex County STEM Charter School and Central Jersey College Prep Charter School). E39

Weaknesses:

Applicant says "Technology with tablets or Chromebooks from grades kindergarten through fifth grade" did not discuss the use of technology outside of school; if student does not have access to technology it is not clear how will they complete study or assignments E26

Applicant did not create SMART (Specific, Measurable, Achievable, Relevant, and Time-based goals) goals.

Reader's Score: 12

2. ii. The design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.

Strengths:

Applicant will maintain a classroom size of 20 including a lead and support teacher to give best support to students. E30

Applicant will develop internal staff leadership opportunities. Staff will gain incentives such as tuition reimbursement and on site field experience. This strategy allows staff buy-in, and promotes a healthy staff environment. E31

This application was thoroughly discussed with respect to each selection criterion. My scores reflect my professional assessment of the application with respect to those criteria

Weaknesses:

No weaknesses identified in this section

Reader's Score: 15

Selection Criteria - Quality of Project Personnel

1. The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers:

The extent to which --

Reader's Score: 13

Sub

1. i. **The applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability; and**

Strengths:

No strengths noted.

Weaknesses:

Applicant does not share how they will recruit traditionally under-represented populations.

Reader's Score: 0

2. ii. **The qualifications, including relevant training and experience, of key project personnel**

Strengths:

Applicant lists leadership team with extensive charter school experience, leadership experience, and financial literacy skills that are connected to the NJ educational system. E28-29

Weaknesses:

Applicant did not list or acknowledge any candidates that could offer cultural insight to the underserved community. E29-31

Applicant did not detail a plan of how staff will breakdown their time between schools.

Applicant did not list staff with previous STEM experience and shared no plan to hire STEM based staff

Reader's Score: 13

Selection Criteria - Quality of the Management Plan

1. **The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the applicant's management plan, the Secretary considers the following factors:**

Reader's Score: 15

Sub

1. i. **The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks;**

Sub

Strengths:

Applicant has a well-rounded team, including facility management (to help seek the best space for instruction), student recruitment/staffing (to ensure students/staff get equal opportunity to apply), logistics (managing school wide organization) and school leadership (encouraging internal promotions). E29-31

This application was thoroughly discussed with respect to each selection criterion. My scores reflect my professional assessment of the application with respect to those criteria

Weaknesses:

Applicant did not share a detailed plan beyond the first year. It is unclear if they will repeat the same plan in year 2 or haven't created one as of yet. E29-31

Applicant did not discuss a plan to include shared staff from Perth Amboy City, schedules, roles in each school, and is missing job functions. E29-31

Reader's Score: 13

2. ii. **The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project; and**

Strengths:

Applicant's activity chart included activity name, completion date and person responsible to complete task. E32

Weaknesses:

Applicant did not discuss the roles of shared staff in each school and their schedule. E10

Reader's Score: 1

3. iii. **How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate.**

Strengths:

Applicant requires parent/student interview when enrolling to review academic history and to help develop an IEP within 30 days. Additional supports for school and at home via Intervention & Referral Services E37

Applicant will engage the community by scheduling regular meeting to seek partnerships.

Applicant will offer survey in English and Spanish to parents and share results. Results will be used to develop improvement plans if needed. Administrators offer availability to parents, board meetings are open for all to attend, and there is an online portal for all updates. E42-43

Applicant provides transportation to all students that attend their school

Applicant states, "The school hosts open houses to introduce the school's instructional offerings. Presentation sessions are held in both English and Spanish" e56

Sub

Applicant lottery was clearly described, "The school reserves spaces for returning students and siblings of students currently enrolled at the school. Any remaining spaces within each grade level are filled with in- district applicants. If all available seats are not filled with in-district students, out-of- district students are offered admission in the same order identified through the lottery when there is no remaining in-district applicant's left. " E57

Weaknesses:

Applicant did not discuss translation services in real time for board meeting and other events only noted for the open house etc. E44

Applicant did not share the role of board. Uncertain if the board responsibilities are general because applicant states the board is independent but did not provide additional explanation.

Reader's Score: 1

Selection Criteria - Quality of the Continuation Plan

1. **The Secretary considers the quality of the continuation plan for the proposed project. In determining the quality of the continuation plan, the Secretary considers the extent to which the eligible applicant is prepared to continue to operate the charter school that would receive grant funds in a manner consistent with the eligible applicant's application once the grant funds under this program are no longer available.**

Strengths:

Applicant will follow the blueprint for Central Jersey College Prep Charter School to build a successful school. Both schools manage funds efficiently by sharing cost on PD's, leadership staff, instructional practices etc. E33-34 The cost saved by joint efforts will roll over after the term of this grant.

Weaknesses:

Applicant leadership team listed no additional funding plans for Middlesex County STEM Charter School independently. Applicant addresses continuation plan jointly, between Middlesex County STEM Charter School and Central Jersey College Prep Charter School. Though both schools have similar school goals they serve different school population that may request additional resources. Thus they should have separate continuation plans.

Reader's Score: 12

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 2

1. **Competitive Preference Priority 2: Opening a New Charter School or Replicating or Expanding a High-quality Charter School to Serve Native American Students**

To receive points under this priority, an applicant must --

- a. **Propose to open a new charter school, or replicate or expand a high-quality charter school, that—**

- 1.Utilizes targeted outreach and recruitment in order to serve a high proportion of Native American students, consistent with nondiscrimination requirements contained in the U.S. Constitution and Federal civil rights laws;
 - 2. Has a mission and focus that will address the unique educational needs of Native American students, such as through the use of instructional programs and teaching methods that reflect and preserve Native American language, culture, and history; and
 - 3. Has or will have a governing board with a substantial percentage of members who are members of Indian Tribes or Native American organizations located within the area to be served by the new, replicated, or expanded charter school;
- b.Submit a letter of support from at least one Indian Tribe or Native American organization located within the area to be served by the new, replicated, or expanded charter school; and
- c. Meaningfully collaborate with the Indian Tribe(s) or Native American organization(s) from which the applicant has received a letter of support in a timely, active, and ongoing manner with respect to the development and implementation of the educational program at the charter school.

Strengths:
No strengths noted.

Weaknesses:
Applicant did not address priority.

Reader's Score: **0**

Status: Submitted
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